

VOLUME XVII

No. 1

The A.T.A. Magazine

Dr M E Lazerte
11014-80 Ave

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION
Magistri Neque Servi



SEPTEMBER, 1936



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The A.T.A. Magazine

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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION
PUBLISHED ON THE FIRST OF EACH MONTH

Managing Editor

JOHN W. BARNETT, IMPERIAL BANK BLDG., EDMONTON

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Editorial

THE TEACHING PROFESSION ACT AMENDMENTS

THE *Teaching Profession Act* was further amended during the recent session of the Legislature. The sole purpose for these amendments was to provide without any uncertainty whatsoever that the Act carried out the unquestioned intention of the Legislature during the Winter Session to require each and every teacher serving in the schools of the Province operated under *The School Act* to be a member of the Association.

When the Bill was under consideration during the previous session, a proviso to Section 4, relating to membership, was inserted at the request of representatives of the Trustees' Association, the effect of which was to relieve school boards of the responsibility of ensuring that a teacher be a member of the Alberta Teachers' Association before he could be appointed. And that only—nothing more, as was thoroughly understood at the time.

This proviso reads as follows:

"Provided that when a teacher enters upon any contract of engagement with the board of trustees of any school district in the Province of Alberta, he shall give notice forthwith in writing to the Secretary of the Association of the date of his proposed employment and the remuneration agreed upon, and in such case the board of trustees may employ the teacher unless and until the Association notifies him in writing that the teacher is not a member."

Immediately after the Bill was assented to, the Trustees' Association secured legal opinion which, in substance, held that the proviso went much further than was intended: in other words, that the effect of the proviso was to make the automatic membership apply only in case a teacher was re-employed, and signed a new contract of engagement. It was found further that legal opinion differed as to whether or not this interpretation was sound. Furthermore school districts had been advised through *The Alberta School Trustees* magazine that the automatic membership provision did not apply to teachers who were engaged before the passing of the Act and whose contracts were still in effect. So steps were taken to remove all doubt in the matter and the amendments below were approved without any opposition or comment by members of the Legislature. Evidently, therefore, even members who opposed what was termed "compulsion" when the Bill was passed last session, deemed it only fair that the principle over which the members had "gone to the mat" previously should actually be put into effect as the House intended it should be, by an overwhelming majority.

The recent amendments were sponsored by Mr. Solon Low, M.L.A. for Warner, to whom and to other supporters in the Legislature the Association owes one more debt of gratitude.

The sections as amended now read as follows:

(N.B.—The amendments are printed in heavy type).

Section 4. (1) All persons carrying on the profession of teaching in any institution of the Province of Alberta, supported by provincial or municipal taxation, which maintains a department for giving instruction in the courses of study prescribed for elementary, secondary, or technical schools under the jurisdiction of the Department of Education of the Province of Alberta shall, as a condition of their employment, or continued employment, be members of the Association:

Provided that when a teacher enters upon any contract of engagement with the board of trustees of any school district in the Province of Alberta, he shall give notice forthwith in writing to the Secretary of the Association of the date of his proposed employment and the remuneration agreed upon, and in such case the board of trustees may employ the teacher unless and until the Association notifies him in writing that the teacher is not a member.

Section 10. (1) The trustees of any school district in the Province of Alberta are hereby empowered and shall retain from the salary of each and every teacher the amount of membership dues fixed and prescribed by the Association, and all moneys so retained shall be deemed to be a payment on account of such salary and shall be deemed to be a payment on account of membership dues by the teacher from whom such sum has been retained.

These amendments came into force on Tuesday, September 1, 1936, and upon so coming into force shall be deemed to have been in force at all times since the third day of April, 1936.

CONDUCT HATH THE LOUDEST TONGUE

REPORTS to hand show that not only was the 1936 Session of the Summer School the "biggest ever" from the standpoint of numbers, but the instructors generally voice the opinion that the interest of those attending was equal to, if not surpassing, that of any other session in their experience. Just think what it meant—over 2,000 Alberta teachers sacrificed the enjoyment of a midsummer vacation for study and betterment of their professional qualifications. One would not be surprised at the huge enrolment if, as used to be the case years ago, the Department of Education paid the transportation expenses of the students to Edmonton and, in addition, gave the courses free of charge. But when it is borne in mind that substantial fees are now required for the courses, that the teachers must pay their way out of their own pockets, and for board and room at University or City prices, the showing is a remarkable one indeed. Analyse the facts as one may, this conclusion is inevitable—the teachers of Alberta generally evidence a strong tendency to interest themselves in their work and take advantage of every available facility to bring themselves thoroughly up-to-date. And this at a time when economic appreciation for services given without stint seems to be as near a minus quantity as could well be hoped by any but those who have little regard for the training of the citizens of tomorrow and for the dignity of our calling. Teachers to whom school boards owe hundreds of dollars scraped together sufficient money to enable them to attend Summer School, and many instances have been brought to our attention where their pockets ran absolutely dry and the teachers perforce secured loans to carry them back to their schools in September. It would be interesting, if it could only be made known, how many more would have attended Summer School but did not do so because they were disinclined or unable to run further into debt to kind friends or parents.

WE remember Dr. T. J. MacNamara who became a member of the Imperial Cabinet, making the statement before a large convention of teachers in England that, if business

men generally were as interested in giving service to their customers for service' sake and were as deeply interested in and anxious over giving the best that is in them as is the average teacher with respect to his pupils and the type of service given to them, there would be fewer failures and more prosperous businesses.

Dr. MacNamara was in a position to make comparisons of this kind. He had been right through the "teaching" mill; he had served in the classroom for a number of years, then as a school principal. Furthermore, he came up from the ranks: first of all as a leader of teachers as a member of the Executive of the National Union of Teachers; then as President; and then as editor of "The Schoolmaster." He was elected as a representative of the teachers to the Imperial House of Commons and shortly afterwards (in 1906, we believe) won his place to an important position in the Government as Secretary to the Admiralty. He was a first-class mixer and his public utterances always showed his capacity, insight, and knowledge of men and affairs.

THE record of attendance and interest of Alberta teachers in their work is exemplified by their voluntary attendance year by year in such large numbers at Summer School and, bearing in mind the number of those who year by year, at their own expense and without any remuneration whatsoever, take years off from school to take up graduate or post-graduate work at different Universities, surely shows that Dr. MacNamara's cap generally fits Alberta teachers, and it fortifies them against resentment when superficial opinions, derogatory to them, are crudely, even contemptuously expressed. As an example in point we cite an article appearing in *The Alberta School Trustee* for April, 1936, under the heading *The Teaching Profession Act*. It says:

"Any teacher who is the holder of a valid permanent certificate from the Minister and who has two years' teaching experience is now a full fledged 'professional'. It is to laugh! It is safe to say that many a girl who graduates from Normal School with a first or second class certificate has little intention of making teaching her life's work. Even after two years of it, many leave the 'profession' to follow some other line of occupation or to join the ranks of the home-makers. To a lesser degree something of the same applies to the young man who very often use teaching as a stepping stone towards some other profession. There is little fault to find with this for these young people very often give a very creditable type of service, but they are not 'professional' teachers surely?"

The article seems to take one long sneer at the A.T.A., and particularly at the term "Professional" being applied to young men and women who leave teaching, the former to assume the sacred duties of homemaking and motherhood, the later to step into some other profession.

WHAT has a person's future vocation to do with the matter at all? Is it reasonable to infer that a young man or woman who qualifies as a medical doctor, barrister, engineer, minister, accountant, nurse, dietician, etc., has any strings attached to "Professional" by reason of a prospect of his engaging at some future time in another vocation or calling? Surely "professionalism" must be taken to imply the possession of standing, academic and professional, interest in his work, competency to perform the functions and


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duties of his profession, and, while actually engaged in fulfilling his duties, to be bound to his confreres in maintaining, upholding, and raising the status of that profession or calling. Will our friends name any other profession where, as a pre-requisite to registry, there is an undertaking to remain for a life-time or for long years in the actual practice of that profession? No, all that is required is that the prospective entrant shall have reached a certain academic standing, undergone a certain amount of practical work, and that he devote himself to performing the duties of his profession with due regard to what is sound in practice, honorable in procedure, equitable to his clients, and fraternal and reasonable to his fellow-workers as such. Is a young nurse's status, dignity or standing to be circumscribed in a professional way because she may later become a wife and mother? Is a young man to be required, as a condition of being registered as an engineer, to be restricted because later he may become the manager of a bond-house? Yet, if the sentiments expressed in the article above mentioned do not logically, inevitably lead to these conclusions, then there must be a monkey-wrench jammed somewhere in the cogs of our reasoning machine.

IGNORING the logical implications of the article by our contemporary, one may be charitable enough to infer that perhaps the point intended to be made was that the standard of academic qualification and the period of professional training of teachers are not sufficient. We concede that point: in fact, as the records of succeeding Annual General Meetings reveal without any equivocation whatsoever, no other body has so hammered at this contention as the teaching profession itself.

BUT what on earth has this to do with the question of whether or not each and every person engaged in teaching should be a member of the teachers' organization? Is it not in order to suggest that the activities of the Trustees' Organization have not been devoted particularly to raising either the economic or professional status of those engaged in teaching, or of encouraging teachers to continue in the work. Have they ever gone on record as an Association, or have the general run of their membership shown by their attitude or action that they are particularly anxious to raise the academic standard or lengthen the period of training of teachers? Have they not resisted uncompromisingly every attempt to secure a rate of pay for teachers consistent with high academic attainment and long professional training? Did the Alberta Trustees' Association ever assist those attempting to give teachers security in old age which, by the way, would be the most insignificant assist to maintaining teachers in the work for a life-time? True, they did pass one resolution favoring pensions for teachers, but that was done after the depression struck the world, after it was apparent to everybody that for the time being it was too late to expect the Government to sponsor a Bill involving considerable funds from a depleted exchequer. Do not the records show that the Trustees' Association, on every possible occasion, has most vehemently opposed (we had almost said "bully-ragged") every Minister of Education or other educationist who had the temerity even to suggest

a larger unit of administration for school purposes, which larger unit, among other fundamental benefits, would render a greater degree of permanency of teachers in their positions.

AGAIN, which body passed a resolution for the abolition of a statutory minimum salary for teachers and then reversed themselves in less than twenty-four hours and asked for the minimum to be set at \$600 instead of \$840? (By the way, this change of resolution on the part of the Trustees' Association was not a change of heart, but dictated by expediency and the danger of asking for too much at once.)

And so we could go on indefinitely showing how the Alberta Trustees' Association has devoted its energies since 1920 at least, to opposing and defeating sound educational policy, and particularly to discouraging the set-up of conditions which would tend to appeal to men and women of the right type to enter teaching and continue in teaching as life-work, by:

1. Opposing security of tenure of teachers; encouraging the execution of term contracts of employment; and resisting uncompromisingly "dismissal for cause only".
2. Opposing any attempt to provide reasonable remuneration for teachers; the application of salary schedules whereby experience and merit would receive their just reward: in other words, to enable young male teachers to marry and establish a home.
3. Withholding support from any pension scheme for teachers until it was too late to be of any assistance.
4. Propagandizing and otherwise uncompromisingly setting out to defeat any effort to abolish the greatest obstacle to educational reform and permanency and stability of the teaching profession—the inefficient and expensive rural school district.

All these things considered, it seems fair to state that the Trustees' magazine should be the last to attempt to belittle the members of the teaching profession of Alberta because many make of teaching a stepping-stone to another profession or calling. In fact, by so doing, the trustees go a long way in the direction of making vocal a condemnation of themselves.

"Who by aspersions throw a stone

At the head of others, hit their own."

Incidentally, the article ends with the designation "big Union". Well, evidently the fact that the teachers have achieved absolute organizational unity as is the case with other professions is, to the Trustees' Association, an unpardonable sin; therefore, a little evidence of spleen was to be expected from them. But might we be pardoned for suggesting that if "calling names" is the correct and proper thing for an "Association" to indulge in, please let-stick the label "Union"—even "big Union". No amount of cheap abuse will make the A.T.A. deviate from its established policy since inception: to promote and advance the cause of education and the child; to stand by teachers; to encourage teachers to improve their qualifications; to encourage teachers to be professional in spirit as well as in name; and to hasten the happy time when teaching will attract to, and maintain in the work more and more men and women of high qualification, long professional training, zealous to give the best that is in them to public and pupils.

HAVE YOU REGISTERED?

CONSIDERABLE trouble continues to arise through teachers not being on *The A.T.A. Magazine* mailing list. Letters constantly arrive complaining that the writer has not received the magazine and requesting us to forward missing copies. We have no clairvoyant on the staff, able to inform us when a teacher changes his school and has a new post office address; neither have we any spook method of diagnosing when a teacher previously out of employment has secured a school.

The Departmental Bulletin in *The A.T.A. Magazine* is being used as an official notice and possibly the only one for instructing teachers as to the desire and will of the Department with respect to the items which appear therein. This is a perfectly fair proposition because every teacher is now a member of the Association as a condition of his serving as a teacher and, therefore, should receive the magazine regularly. If a teacher waits until the Department has received the Term-end Return and forwarded to us his fees from the Government Grant, one can foresee his remaining non-registered for many months and omitted from our magazine mailing list.

The A.T.A. can not undertake to supply back copies of the magazine. This is expensive and dislocates the estimate of each issue to be printed. Besides, we have run out entirely of back numbers.

Every teacher who has not notified us of his present School District, the amount of annual salary according to contract, and the date of commencement of duties under his contract should do so immediately. He is required by law so to do and liable to prosecution and fine of not more than \$25 and costs for failing to register according to the following sections of *The Teaching Profession Act*:

Section 4. (1) All persons carrying on the profession of teaching in any institution of the Province of Alberta, supported by provincial or municipal taxation, which maintains a department for giving instruction in the courses of study prescribed for elementary, secondary, or technical schools under the jurisdiction of the Department of Education of the Province of Alberta shall, as a condition of their employment be members of the Association:

Provided that when a teacher enters upon any contract of engagement with the board of trustees of any school district in the Province of Alberta, he shall give notice forthwith in writing to the Secretary of the Association of the date of his proposed employment and the remuneration agreed upon, and in such case the board of trustees may employ the teacher unless and until the Association notifies him in writing that the teacher is not a member.

Provided also that in the case of teaching orders of the Roman Catholic Church, if any teacher being a member of such order is for the time being a member of the Association and pays the membership fees for which he is liable, all other teachers belonging to that order shall be members of the Association without fee.

Section 12. Every person guilty of violating any provision of this Act or any of the by-laws made thereunder, shall be liable to a fine of not more than Twenty-five Dollars (\$25.00) recoverable with costs under the provisions of the law respecting summary convictions.

This is not to be construed as a threat to invoke the law in this regard. What we really desire to do is state the position strictly but rely more on a spirit of co-operation

on the part of the teachers. It is so easy to forget to send along a little note, with so many other things demanding immediate attention, but this is one thing which really should not be forgotten. Every teacher is at a disadvantage who does not receive regularly *The A.T.A. Magazine*. It is yours for the asking provided your name is on the mailing list.

* * * *

PENSIONS NEXT SESSION?

THE maiden speech in the Legislature of Dr. Morrish, recently elected for the City of Edmonton, filling the vacancy occasioned by the appointment of Mr. Justice Howson, was of particular significance to the teachers of Alberta. For the first time in several years the matter of pensions for Alberta teachers was thrown into the ring on the floor of the House. Among the questions which Dr. Morrish suggested as of considerable public significance which he hoped the Government would keep in mind between now and the next session with a view to legislation, was that of pensions for teachers. Dr. Morrish informed the members that he could speak from experience as a member of one of the largest school boards in the Province (Edmonton) which, as was the case with other boards, found itself faced with the problem of what to do with teachers who had given long, meritorious service to the school board, the children, and the educational system of the Province, and whose advanced age and declining faculties put them in line for well-earned retirement. The Edmonton Board had made some provision in a small way for retirement of such teachers—that being the only thing they could do as a matter of public decency and justice. It was his opinion that the powers and resources of school boards were so circumscribed as to make it impracticable, even impossible to do this thing as it should be done in fairness to either the public, the children, or the teachers. Dr. Morrish said he felt that the only authority which could act in a proper way in this regard would be the Provincial Government. Pensions for teachers was a public necessity. Dr. Morrish also laid bare the fact that not only was Alberta the only Province in Canada which had no pension scheme for teachers, but also he had reason to believe Alberta, as a part of the British Empire, was unique. He hoped for the early enactment of a Teachers' Pension Bill, during the next session.

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Official Bulletin



Department of Education

THE NEW PROGRAMMES

THE Department of Education takes this opportunity to acknowledge its obligation to the many teachers of the Province whose unstinted work and loyal co-operation have made it possible for the Department to issue the new programmes.

The Department hopes that the new programmes will bring more enjoyment to the classroom, and a greater measure of successful accomplishment.

Teachers using the new Programme for the Elementary School are asked to read carefully the Foreword, and also the Introductions to the subject outlines. The material outlined is the basic instructional material for all schools of the Province, both urban and rural. That statement does not mean that this material is prescriptive, and must all be taught word by word as outlined. It is to serve rather as a guide to the teacher, and will admit of selection and adaptation to suit the needs of particular pupils, classes and schools. With these new programmes, it will be the primary concern of the teacher not so much to "cover the course" as to watch for the learning outcomes and to realize the basic objectives of the course.

Teachers may obtain an extra copy of the Programme for the Elementary School by remitting 50c to the Department of Education.

REFERENCE BOOKS

All books listed as references, either in the Programme for the Elementary School, or the Programme for Grade IX, may be ordered from the School-Book Branch of the Department of Education.

LOOK FOR THE NEXT BULLETIN

The October Bulletin will deal with reference material for the Social Studies of Division II, a proposed time-table for one-room schools, and a minimum list of equipment for enterprise work.

Pictures

Teachers are advised that for the present year they may use the pictures prescribed for study in Grades I to VIII of the old programme instead of the pictures listed on pages 201, 204, 207, 212, 216, and 220 of the new Programme for the Elementary School.

GRADE IX

The new Programme for Grade IX is tentative, and will be subject to revision during the year. Next year the complete new Programme for the Intermediate School (Grades VII, VIII and IX) will be printed.

The spirit and objectives of the Grade IX programme are much more important than the details of the subject outlines. This programme aims to give teachers the freedom necessary for the attainment of these objectives.

HIGH SCHOOL REGULATIONS

Latin 2: It will not be necessary for students who take Latin 2 this year to buy the new text, namely, "Essential Latin." These students may use the Smith book, pages 1-184 of which they will already have covered in Latin 1. For the work in Grammar of the Latin 2 course the remaining pages of the book may be covered, and the whole book may be used as a reference book.

German 2: In the High School Regulations, page 19, the prescribed reading for German 2 is "Der Schwieger-

sohn," but in the list of textbooks issued by the School-Book Branch it is "Waldnovellen." Either book may be used. On the Departmental examination paper in June 1937, questions will be provided for students who have used either book.

Corrections: On page 9 of the High School Regulations, "Secretarial Training 1" should be added to the list of Commercial subjects in the third column of the table for the Second Year.

On page 19, line 17 should read—"Former Grade IX Units, etc.," instead of "Former Grade XI Units, etc."

• • • • •

A MESSAGE TO THE SCHOOL CHILDREN OF ALBERTA

Office of the High Commissioner for Canada,
Canada House, London

12th June, 1936.

Sir,

I have the honour to inform you, at the request of the Secretary of State for the Dominions, that the meeting of Scholars of the Elementary Schools of the City of London, which assembled in the Guildhall on May the 22nd for the celebration of Empire Day, unanimously passed a resolution conveying to the children of the Empire overseas a message of cordiality, love and goodwill.

The Chairman of the Elementary Education Committee of the City of London has asked that this resolution may be transmitted to the appropriate Education Authorities.

I have to the honour to be, Sir,

Your obedient servant,

(Signed) VINCENT MASSEY.

The Secretary of State for External Affairs,
Ottawa, Ont.,
Canada.

• • • • •

TO ALL INTERESTED IN THE WELFARE OF THE CHILDREN OF ALBERTA

True Education, a joint partnership of home, school and community, is the objective of the Alberta Federation of Home and School, which aims at the formation of a Home and School Association in every school in Alberta, to co-operate intelligently in the training of the child and to work for his highest good in physical, mental, moral and spiritual education.

The method of organization is very simple. Talk it up with parents, trustees and leaders in the community. After sufficient interest is aroused, call a meeting, explain the aims, get the feeling of those present, and, if favorable, proceed to organize.

Elect a President, one or more Vice-Presidents, a Secretary and a Treasurer or Secretary-Treasurer. Set the date of the next meeting for which a good program should be secured.

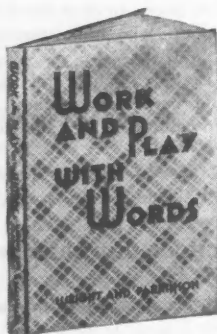
Further details for organization and conducting of meetings, programs, etc., will gladly be supplied by applying to—

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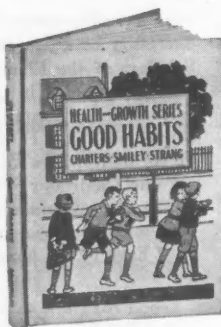
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WORK AND PLAY WITH WORDS is a new book which offers a fresh approach to spelling difficulties. Learning is consolidated by periodic tests throughout. This book is strongly recommended in the new Programme of Studies (page 60) and will be used to advantage by your pupils. It is attractively printed and bound and will be carried in stock by the School Book Branch of the Department of Education, Edmonton.

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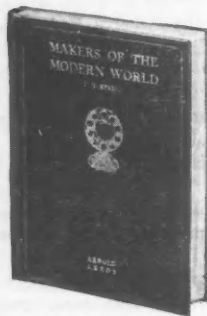
is highly recommended for
use with the new courses in
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pages 182-183)
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MAKERS OF THE MODERN WORLD

by D. V. Searle

Covers, through biography, many aspects of the factors in modern life required in the new Social Studies Course in Grade IX, for which it is strongly recommended. The material is well written and a wealth of illustration completes a most attractive presentation. We confidently predict that this will be the most successful pupil text for use with the new course.

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C.T.F. News

1. The Saskatoon Conference.

The Fifteenth Conference of the Canadian Teachers' Federation was held in Saskatoon, Saskatchewan, from August 4th to August 7th, inclusive, 1936, in the Bessborough Hotel. All Provinces were represented at the Conference, and in addition to the regular official delegates there were many other teachers as well as officials from the Saskatchewan and the Dominion Governments. The sessions were presided over by Miss Jessie M. Norris, President of the C.T.F., Montreal West, Quebec.

2. C.T.F. Executive.

The following is the Executive of the Canadian Teachers' Federation for the year 1936-37:

President—Mr. J. R. Mitchell, 2159 Argyle Ave., West Vancouver, B.C.

Secretary-Treasurer—Mr. C. N. Crutchfield, Shawinigan Falls, Que.

Past President—Miss Jessie M. Norris, Montreal West High School, Montreal West, Que.

1st Vice-President—Mr. A. C. Lewis, College of Education, Toronto, Ont.

2nd Vice-President—Miss Myrtle Strangways, Prince Albert, Sask.

Other members of the Executive, by Provinces, are:

British Columbia—Mr. R. P. Steeves, 3599 - 26th Ave. W., Vancouver.

Alberta—Mr. E. C. Ansley, 437 Sixth St., Medicine Hat, Saskatchewan—Mr. L. F. Titus, 213 Canada Bldg., Saskatoon.

Manitoba—Mr. W. G. Rathwell, 48 Cunningham Ave., St. Vital.

Ontario—Miss L. A. Dobson, 22 Welland Ave., St. Catharines.

Quebec—Mrs. Ruth E. Knowlton, Cowansville.

New Brunswick—Miss Jessie I. Lawson, 80 Pitt St., Saint John.

Nova Scotia—Mr. W. L. Barteaux, Kentville.

Prince Edward Island—Miss Ethel Tanton, Summerside.

3. Highlights.

The Christian Science Monitor, of August 11th, said: "Provincial Governments of Canada were charged with shirking their full share of the educational burden at the recent annual Conference of the Canadian Teachers' Federation."

"Miss Jessie M. Norris, of West Montreal, President of the Federation, pointed out that in the case of seven Provinces the contribution was less than 17% of the total cost of education within the Province.

"Other 'highlights' of the four-day Conference included a plea for more peace education in the schools; emphasis on the inferiority of educational opportunities in rural areas as contrasted to those in cities and towns; and a charge that in both country and city schools there is still too much of a tendency to avoid relating teaching to the present-day world and its problems."

4. Undermining the Teacher.

The Winnipeg Tribune, of August 14th, under the above caption said: "Teachers, through the lowered standard of

living necessitated by the pitiful salaries many of them now receive, are tending to lose the respect of their pupils, says J. R. MacKay, Past President of the Canadian Teachers' Federation.

"The statement was made at the recent Saskatoon Conference of the Federation, a body representing nearly 35,000 public and high school teachers. Mr. MacKay declared he had himself heard pupils speak of their teachers in such a way as to convince him that respect for their teachers was going into the discard.

"This is a most disturbing state of affairs for, to whatever extent it prevails, it means that the influence and usefulness of the teachers is being undermined.

"The condition complained of will exist no doubt more particularly in the schools of the sparsely settled districts. Remuneration of teachers in some of these areas, and to some extent elsewhere, is little short of a scandal. And the scandal is frequently the greater since the low pay is less the result of necessity than of lack of vision and downright niggardliness.

"Country teachers have never at any time been exposed to temptations arising from the receipt of princely salaries. The problem today is simply to ensure to them such pay as will permit of a decent standard of living.

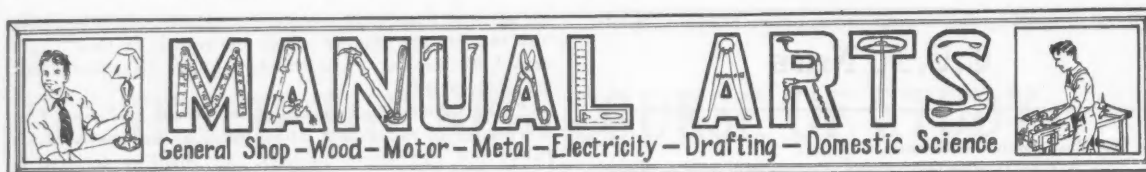
"If a teacher in his own person and in his own menage is unable to demonstrate that education affords its possessor at least the means of a self-respecting existence, he can hardly be expected to arouse an appreciation of educational advantages in his pupils."

VISUAL INSTRUCTION AIDS AT SUMMER SCHOOL

An interesting phase of the instructional side of Summer School this year was the use by instructors in many of the classes of motion picture films, and to a lesser extent of lantern slides, supplied by the University Department of Extension. Their visual instruction facilities were freely placed at the disposal of the instructors including access to the many thousands of lantern slides and several hundred reels of motion picture films on the shelves of the Department as well as projectors and operators on call at any time. Others reels were secured through the kindly offices of the Associated Screen News of Montreal, Canadian agents for the Eastman Classroom Teaching Films, and the Provincial Department of Agriculture, which loaned its print of the life of the honey bee. In all, 33 reels of film were projected in class work and 19 sets of lantern slides. These covered a wide field including social studies, biology, general science, geography, history, art, and enterprise work in the two practice classes at Garneau School. The results were always interesting, particularly in the general science course for which many reels were available. An additional consignment of films from the General Electric Co. unfortunately arrived too late to be used. On one occasion a talking film was used, followed by a silent film with commentary by the instructor, giving the class an excellent opportunity of comparing the two methods.

This use of visual instruction aids at Summer School was widely commended by the instructors who benefited, and the arrangement constituted a graphic demonstration of the possibilities in general school work, particularly in connection with the new course of studies. On July 20th a demonstration of natural color movies was given by the Department of Extension in Convocation Hall when Dr. Harold Orr described his visit to Europe and exhibited the Kodachrome film taken by himself of scenes on the Danube and in Rome and Naples.

Filmstrips, British & American. Projectors \$27.50 up (battery will operate). Pictures 6' wide. Windmill battery charger \$39.50. Instructional and Entertainment pictures for rent. WESTERN TEACHERS' BUREAU, 910 Somerset Bldg., Winnipeg.



"Motto: "It is all a matter of degree."

The Educational Value of Mechanics in the School Shop

By JOHN LIEBE, Ph.D.,
General Shop Instructor in Lethbridge

A LIVELY discussion developed spontaneously from the vivid and inspiring address on "The Organization of the General Shop," by Mr. J. H. Ross, Principal of the Technical High School in Calgary, given at the last Convention of the Alberta Educational Federation. In full realization of the fact that shop courses have never been taught in the country districts, the speaker confined himself to shop work from Grade VII to Grade IX in country schools. While his listeners followed his friendly invitation and lit their pipes and cigarettes, he sketched a country district where shop courses have had their wholesome influence: front-gates are turning on substantial, well-made gate hooks, doors actually close, and are painted in attractive colors; neat concrete steps lead up to the front door; wall cabinets, picture frames, and flower stands give the house a personal note. One should know something of the life of the surrounding community, of people's leanings and hobbies, in order to lay out shop courses properly. The students should work with simple hand-tools, such as they might use later on when they want to enjoy their leisure time after the day's routine. Shop work has a greater educational value if it is done without machinery, the speaker said, at least up to the beginning of Grade X. If the hands are not used to hand-tools they will be clumsy at the machine. Since the new General Shop courses include work in various materials the time for practice with hand tools in one particular phase is shortened. Therefore machines should be avoided in the Intermediate School. Economy is also an important consideration: a country district can buy a good many hand-tools for the price of one machine. When the talk had ended with a practical plan for the equipment of country school shops, everyone wanted to talk on machines.

The discussion showed with surprising clearness how much we are all the children of our age: there was hardly an instructor who would have been willing to part with machinery altogether. Those who spend their time on the work bench left no doubt that they consider machines a great convenience. A few who use nothing but hand-tools in the school shop spoke in favor of hand-work, but admitted frankly that they would hate to part with the fascinating wood lathe, the only substantial machine that they have at their disposal. Others who use small machinery expressed some doubt as to the value of heavy equipment like a planer for instance.

What Is a Machine?

While some teachers paid a good deal of attention to the sidelights of the question, and viewed machines as something that helps you to get projects ready before the inspector gets around (but causes you all kinds of trouble because they have to be oiled, greased, sharpened, and kept in repair), the discussion was brought to a higher level by those men who are primarily concerned with the organization,

direction, and supervision of shop work. "What is a machine?" they asked. We find a good and simple answer in Mr. Hilton's book on "General Science" (p. 340.) A machine is a "contrivance by which we may cause an applied force to do work." This applies not only to complicated machines such as motors, cars, separators, but also to wheelbarrows, scissors, hammers, chisels, even to screws, to our hands, fingers, leg, and feet. (p. 339). So the problems is not "Machines or no machines," but **At what stage do machines become too complicated to be of educational value?** The discussion had almost approached this cardinal point of the question when it had to be broken off at the dinner hour. So it may be brought to a conclusion on the printed page.

The Drudgery of Plain Handwork

We enjoy plain handwork as long as it is in harmony with our surroundings. A lady does not mind rubbing her fingers on a wash-board if none of the neighbors far and near has a washing machine. A gentleman will be content to strop his razor every morning if he has never heard of a safety razor blade. In others words handwork, if done well, gives us pride and satisfaction as long as it is a necessity; but it loses some of its attractiveness if we know it can be done so much more quickly and satisfactorily by a machine. What was once considered to be honest, satisfactory work, appears as a drudgery. Boys who occasionally drive father's eight cylinder car and know plenty of people who have motor-driven machines in the home workshop, take a much keener interest in the school shop if it is equipped with some power machinery.

Machines Simplify the Development of Skills

If we avoid machines we have to train our hands and arms and even our bodies to act like machines. If you can train your arm to hold a saw at an angle of ninety degrees and move it to and fro with great precision and with some speed, and if you keep at it long enough, you will eventually turn out work that is almost as good as the work cut on a circular saw. But it is something that cannot be accomplished in school shops where students spend only about a hundred hours a year. If hand-tools are used exclusively the development of skill becomes of such extreme importance that little time is left for exercising the creative instinct and enjoying the construction and completion of products. It certainly requires a steady hand, a fine "feel," and considered and accurate movements to feed the work into a machine or the movable part of the machine into the work; but those skills are of a simple nature and their acquisition is within the reach of the school shop. Up to a certain limit machines increase the educational value of the school shop, because they subordinate manual skill to the creative effort.

Mass-production and Home-craft

It must not be forgotten, however, that most machines that are put on the market to-day serve the system of mass-production. Industrial machinery is designed to turn out standardized articles and to eliminate the cost of labor as far as possible; it is therefore completely useless for the school, since it is too complicated and too specialized. But the machine is too deeply rooted in the mentality of our age not to invade the field of manual education and of people's hobbies. A complete line of low-priced machines

for the school and home work-shop has been offered in recent years and become very popular indeed. These machines originated in the United States, which is standing in the forefront of mass-production. No army of high-pressure salesmen could persuade the public to buy and use these machines by the millions, if they did not correspond to a deep urge of our time to link the machine with art craft.

Machines for the School Shop

The selection of machinery depends, of course, on the set-up of the school courses, on the funds of the community and on the interests of the community. But if machines for the school shop are to be valued according to the variety of operations that can be performed, I would give first rank to the circular saw, the drill-press, the jig-saw, the wood-lathe, the squaring shears, and the universal forming machine for sheet-metal. Jointers, primitive metal lathes, and spot-welding machines have a higher degree of specialization. And when we come to the planer, the band-saw, and to the screw-cutting lathe we begin to approach the line where the educational value becomes somewhat doubtful. After all, the use of machinery is more a matter of degree than of principle.

Local News

VERMILION

The first regular meeting of the Vermilion Local A.T.A. was held at the Public School on May 23, when the following officers were elected: President, Mr. P. H. Steele; Vice-President, Miss D. M. Lipsey; Secretary Treasurer, Mr. J. C. Brown.

A very worth-while survey of the scope of the new course from our representative to the Calgary Convention was enjoyed by all.

Our next meeting on June 13 was spent in drawing up a constitution. We were also greatly indebted to Mr. Parker for his helpful discussion of the Enterprise Education, with highlights gained from his own experience as inspector. These enlightening talks have aroused the interest and enthusiasm of our members.

HARDISTY - PROVOST

The Hardisty - Provost District Local wishes to announce that its third annual Track Meet will be held at Provost on Saturday, October 3rd. Since a full programme of 53 events is planned, it will be necessary to get under way at 10 o'clock. The teachers of the District wish to extend an invitation to their friends in nearby Locals to attend.

VIKING - WAINWRIGHT

A number of teachers of the Viking-Wainwright district met in Irma on Saturday afternoon, June 13, for the purpose of organizing a District Local of the A.T.A. The name of the new organization is to be The Viking-Wainwright District Local. The following officers were elected: President, Mr. J. S. Reeds, Irma; Vice-President, Mr. Wm. Dean, Viking; Secretary-Treasurer, Mr. George A. Taylor, Kinsella. It was decided that the fee be set at \$1.00 per member, to be collected by the Local, 50c of this to be paid later to the Sub-Locals.

Plans for a track meet to be held in the fall were discussed.

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cussed, and it was decided to hold a meet in Viking towards the end of September.

The meeting was addressed by Mr. Harry Clark of Edmonton, who spoke on the changes in the curriculum. Mr. J. Smith of Paradise Valley, spoke on the activities of the Boundary District Local. Mr. Welsh of Edgerton was another guest at the meeting.

A banquet was served by the Irma Women's Institute at 6 o'clock, after which several musical numbers were presented and speeches were given by the guests and the newly elected officers.

The executive and committee in charge of arrangements for the track meet met at the home of Mr. J. S. Reeds in Irma on Monday evening, June 22. It was decided to classify the pupils by ages, and the schools, as Town, Two-Roomed, and Rural.

STAR - ST. MICHAEL

On June 12, 1936, the teachers of this Local met at Sheptycki School. A very interesting and helpful discussion took place about the New Programme and Enterprise Education. Topics concerning the festival which are to be brought up at the Fall Convention were discussed.

Then the hosts, Messrs. Savitsky and Musica, suggested that the teachers go by the river and have a weiner roast. After the roasting of the weiners and marshmallows, rote singing and games concluded a very enjoyable and profitable evening.

WILLINGDON

The April meeting was held at Willingdon for the purpose of discussing the Calgary Convention events.

On May 15 the teachers journeyed to Desjairlais, the home of Mr. Andersen. Mr. Tomy, the M.L.A. for Whitford, gave a brief talk on the larger school unit. After that, he answered the questions brought up by the teachers. The Fall Convention was discussed and teachers gave their suggestions as to the programme they would like to have.

* * * * *

The last meeting of the year was held at Shandro, at the home of Mr. and Mrs. T. Shandro and Miss Nellie Salamandick. The meeting was a large one, as nearly all members were there, as well as visitors in the persons of Mr. Hewko, Mr. Deane, Miss Ambrosie, and Mr. Cherneletski. The business being dispensed with, Mr. S. G. Deane, the guest speaker, enlightened the teachers on the New Curriculum. Mr. Deane, in his usual impressive manner, cleared many a puzzle for the teachers present.

To top all, the host and hostesses served a feast fit for a king. The teachers left the meeting treasuring the events of the evening.

STRATHMORE

On Thursday, June 25, about 30 teachers from the surrounding districts met at the Strathmore High School, to organize a local branch of the A.T.A. It was decided to call it the Bow Valley Local.

The following officers were elected: President, Mr. R. E. Hoover, Carseland; Vice-President, Mr. S. H. Crowther, Strathmore; Sec.-Treas., Mr. R. Eyres, Berta Vale; Press Reporter, Miss H. Peter, Hervey.

A general discussion took place with regard to the annual school sports to be held at Carseland on September 25, and a sports day to be held in Bassano in the Spring. It was also decided to add several new events to the program.

The main speaker of the evening was Mr. M. McDonald of Craigantler, who gave a very instructive lecture on the various enterprises which he has tried successfully during the past year.

The Recitation of Poetry

By Mrs. John Macdonald, University of Alberta

Note.—Readers have requested that we run some material on judging for School Festivals. Mrs. Macdonald, who has had wide experience in this regard, has kindly contributed the following article at the request of the Editor.)

"In festivals the object is not to gain a prize nor defeat a rival, but to pace one another on the road to excellence"

—Sir H. Walford Davies.

ANYONE who has followed the development of the school festival movement in Alberta during the last few years must admit that although, so far, we have fallen short of our ideal in many respects, yet we may feel with a good deal of satisfaction that are really "on the road to excellence." We may feel, too, that the mutual stimulus which results from such competition has justified the preparation, the time, and the expense which have been put into this movement year after year.

In the recitation of poetry especially—perhaps technically the simplest topic to appear on the programmes—progress has been rapid and apparent. Fortunately, this type of work is very closely related to the school curriculum and to ordinary class-room procedure. The teacher may quite justifiably use regular class periods for the preparation of recitations and feel that, although only the two or three best pupils will appear in competition, the class as a whole has benefited by the study and practice which all have shared.

The use of the term "elocution" in connection with this work is, I think, unfortunate in its associations and out of place. The aim of school festivals is surely an educational aim, and elocution in its traditional sense has not always contributed to this end. Too frequently, the material chosen by teachers of elocution has been indifferent and cheap, if not actually vulgar. The main object has been to entertain and amuse, the method has been exaggerated, unnatural emphasis, extravagant gesture and artificial action. It goes without saying that none of these belongs in the class-room. The artistic recitation of poetry does belong here, and appears in the curriculum in connection with the study of literature.

What then is to be said by the outsider regarding the teaching of this work? Nothing that trained teachers do not already know and practise, but which summed up from the festival adjudicator's point of view may be put into convenient form somewhat as follows:

Above everything, before pupils can interpret a selection artistically and convincingly, they must study and understand its content and, above all, they must appreciate it. As one well-known Alberta teacher has said: "The first step is to extract the last vestige of meaning and mood" from the poem. It is only when the younger pupils respond with wide-eyed wonder to the fairy poems of Rose Fyleman, when they giggle at the nonsense of "The Dual", that they are ready to learn to recite these poems. Again, if the older pupils do not thrill to the drama of "Marmion and Douglas," if they are not carried away and out of themselves by the "Ode to the Nightingale," if they do not enter into the introspective and philosophic mood of Matthew Arnold's "Self-Dependence," they will make very poor work indeed of presenting these to an audience. The older pupils will of course benefit by their understanding and appreciation of the literary technicalities which contribute to the

general effect of a poem. They will know something of metrical form and stanza structure, they will appreciate the poet's subtle use of words and phrases for different effects, especially his use of figures of speech.

With this literary study as a foundation, the regular procedure for memorization will be carried out with particular attention to the following points:

The first group might come under the general heading of "mechanics of voice production" as follows: (a) breathing; (b) articulation; (c) enunciation; (d) pronunciation.

Controlled deep breathing, of course, underlies all correct vocalization.

Articulation,—the shaping of tone into words—may be considered from the two angles of (a) enunciation of sounds by proper use of the organs of speech, and (b) pronunciation of words as units including correct accentuation of syllables.

Our Alberta curriculum provides adequately for the handling of these points, and this may be left with safety to the regular class-room work, to the constant vigilance of the teacher and her correction of mistakes "in season and out of season."

It must be admitted, however, that school festivals have assisted the schools materially in making both teachers and pupils more conscious and critical of errors and inaccuracies in speaking, and eventually should do much towards the eradication of the slovenly habits of speech so common among Canadians. Surely it is not asking too much that pupils, before they appear in competition, should have mastered the production of clear, resonant vowel sounds, clean-cut unslurred consonants, standard pronunciations, and a pleasant, carrying tone of voice, correctly placed and free from nasality, throatiness, or flatness.

There has been a most gratifying improvement along these lines during the last few years in the school festivals of Northern Alberta. It is to be hoped that the good work will continue.

The teacher whose pupils are of foreign origin has a very special problem here, and will do well to equip herself with as detailed a knowledge of phonetics as she can acquire. She may find that before she can teach her pupils correct English sounds, she may have to re-educate them in the use of their speech organs, in tone placement, in accentuation of syllables.

To proceed now to points bearing more directly on expression and interpretation, the following should receive special attention:

Phrasing and Grouping of Words.—This should be determined by the thoughts and ideas in the selection, and not merely by punctuation marks. Frequently, small children make mistakes in phrasing because they have been taught to memorize words instead of ideas. Careful questioning on the content will often bring out natural phrasing. It must never be forgotten, however, that short phrases must be woven together into the larger pattern of the stanza. In reciting poetry, it is not always easy to preserve the "shape" of line and stanza, but this is an important consideration and should not be overlooked. Particular care should be taken that this pattern be not broken or blurred by so-called "run-on" lines. An excellent example of what is meant occurs in James W. Riley's "A Sudden Shower" (1935 Festival Programme):

"Doors bang; and mother voices call
From alien homes; and rusty gates
Are slammed; and high above it all
The thunder grim reverberates."

Read strictly according to its sense, without regard to its stanza form, this sounds not like poetry but rather like bad prose.

Emphasis and Stress.—Mistakes in the use of emphasis are still much too common in festival work. In ordinary conversation, emphasis comes so naturally that even little children emphasize properly in expressing themselves. Yet in reading and reciting it is frequently very faulty. Most frequent perhaps is the false emphasis on the preposition in the prepositional phrase as: *behind* the door instead of *behind* the door; and on conjunctive words, "and", "but", etc. Again this is often the result of memorization of words, and failure to think ideas before expressing them.

Another common error is the emphasizing of too many words. This makes for monotony, and the whole force of emphasis is lost.

It should be borne in mind that the use of mere vocal force is not the only means by which stress may be obtained. One of the commonest ways of giving stress to a particular word is by giving it a long downward inflexion from a higher pitch. This is constantly done in the most natural way in ordinary conversation; and yet, how seldom is this very effective device used in recitation! Much more subtly than by mere force of tone, emphasis and stress may be gained by change of key or pitch, by inflexion, and particularly by pause. A good example of the effectiveness of pause is found in the first stanza of "In Memoriam," and in the line: "Lest we forget, lest we forget" from Kipling's "Recessional".

Pitch and Inflexion.—Much might be written on these two topics, and particularly on the second. A few of the simpler and more obvious uses only may be noted. Even quite young children can be trained to pitch their voices in a pleasing key, to change key at will and to make specific uses of different keys. Change of mood in a selection may often be indicated very successfully by change of pitch. A good example of this occurs in the poem "The Giant Fear" which appeared on the Provincial festival programme in 1935. I refer to the change at the beginning of the last stanza.

Inflexion, superimposed upon pitch, may be rising, falling, or circumflex, long or short, gradual or abrupt. Inflexion is a primary characteristic of all natural speech; it is probably the most difficult element to be mastered in learning to speak a foreign language. It is inflexion which provides the subtle modulation and flexibility of oral expression and saves it from monotony and flatness. Rigid rules cannot be given for its use, but even children can learn by use and practice the following general principles: "Rising inflexion expresses doubt or question, a seeking attitude of mind, formality, triviality, an appeal to the will or knowledge of the hearer. Falling inflexion on the contrary indicates conviction, certainty, positive evidence of the truth." "Happy thoughts bend the voice upwards. Sad thoughts bend it downward."

Speed or Pace.—This corresponds roughly to "tempo" in music. Different speeds may be used to interpret dif-

ferent effects and moods. This is well illustrated in two strongly contrasted poems which appeared on the same festival programmes a few years ago, namely, "Opportunity" and "The Pigtail." The mood of the first was most successfully interpreted when the poem was recited quite slowly, the second when it was read quite rapidly. There is generally a best speed for a particular selection. It is well to try several speeds before deciding which best expresses the poet's thought and mood.

Quality of Voice.—One of the most important points on which a competition is judged is quality of voice. Listeners react with pleasure to a full, carrying, natural, and resonant tone. Strain, shrillness, harshness, flatness, nasality, all detract from good performance in recitation work. Correct breathing is a great aid in acquiring good tone. Much of the criticism (and just criticism) of Canadian voices for their unpleasing quality may be traced to wrong tone placement. Many Canadians form the sounds too far back in the mouth. Bringing the sounds forward relieves strain, makes for greater flexibility, reduces nasality.

Platform Presence and Gesture.—Poise, natural posture and manner make for good platform presence. We have all suffered with the reciter who holds himself rigid, fiddles nervously with his hands, repeatedly clears his throat, stares fixedly at a spot on the wall while on the platform. I am not sure, however, that he is not to be preferred to the one who over-dramatizes, who declaims and makes an oration of the simplest selection, whose over-effusiveness bores his hearers if it does not actually embarrass them. Surely the happy medium lies somewhere between these two. The child who speaks naturally and simply, who looks into the eyes of his audience, forgetful of himself, gives an impression of sincerity which no elaborate artificiality can hope to produce.

With regard to gesture, a good rule is: rely more on your voice and facial expression than on your hands. Fortunately, we are getting away from the stereotyped, conventionalized gesture and posturing of the older schools of elocution. Good literature needs no waving of the arms for its artistic interpretation. On the contrary, its beauties of word and phrase, the music of its rhythm, are detracted from, if not actually spoiled, by this accompaniment. The natural turn of the wrist, the spontaneous smile or frown which accompany expression in ordinary conversation—certainly these have their place in recitation as well; but they **must** be spontaneous and natural.

Rhythm.—This word has two meanings in connection with poetry. To quote from the Oxford Dictionary, these meanings are, (1) metrical movement determined by various relations of long and short or accented and unaccented syllables, and (2) measured flow of words and phrases in verse.

It is with rhythm in the second sense that we are concerned here. This is often referred to as "the music of poetry", and is probably the most important single factor in artistic recitation. The types of rhythm are almost

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without number, but all good poetry possesses well-marked rhythm in some form. It is this melodic flow of phrases which distinguishes blank verse from prose. As in music, tempo is inextricably bound up with rhythm.

To illustrate these points: compare the rhythmic movement in the following poems:

If you meet a fairy,
Don't run away;
She won't want to hurt you,
She'll only want to play. (Rose Fyleman)

Here the movement is simple, quick, tripping, suited to the subject, and easily appreciated by young children.

The "Rock-a-By Lady from Hush-a-By Street" has a much slower movement. The rhythm here is of a swaying, swinging type, conducive to dreaminess and drowsiness.

In sharp contrast to this is a poem like "March of the Men of Harlech" where the movement is characterized by vigor and clear-cut emphasis:

Men of Harlech! in the hollow
Do you hear, like rushing billow,
Wave on wave that surging follow
Battle's distant sound?
'Tis the tramp of Saxon foemen,
Saxon spearmen, Saxon bowmen,—
Be they knights or hinds or yeomen
They shall bite the ground!

Much more subtle is the effect in the first two stanzas of the "Burial of Sir John Moore" where the movement is that of hurry and secrecy:

Not a drum was heard, not a funeral note,
As his corpse to the ramparts we hurried;
Not a soldier discharged his farewell shot
O'er the grave where our hero we buried.

We buried him darkly, at dead of night,
The sod with our bayonets turning;
By the struggling moonbeam's misty light
And the lantern dimly burning.

In Masfield's "West Wind" we have a sustained sweep of phrase to which every word in the poem contributes:

It's a warm wind, the west wind, full of birds' cries;
I never hear the west wind but tears are in my eyes.
For it comes from the west lands, the old brown hills,
And April's in the west wind, and daffodils.

The child who has been led to enjoy poetry as he studies it will appreciate these differences and strive to express them when he recites. It might be added that the teacher who can herself read artistically will most easily arouse response to poetry in her pupils.

In the last analysis, it seems to me, we may consider that all topics mentioned above combine and culminate in this one of rhythm. To quote a successful teacher of this work: "It is the duty of the teacher to help the pupil to interpret the poet's meaning, to lead him to catch the spirit of the selection, to find, to appreciate, and to express the elements of beauty which lie in it." When it comes to recitation, let us add, the pupil must bring to his hearers this music of word and phrase, this ebb and flow, which are of the essence of all true poetry.

A word might be added here regarding a type of work which, so far, has not appeared on our festival programmes but which, I feel sure, might find an important place there. I refer to choral recitation. Many Alberta teachers are now familiar with this type of expression and are prepared to teach it. I am confident that it would add unlimited interest to an already fascinating subject if we would but give it the chance.

Further, I would strongly urge on all teachers whose

duty it is at any time to select passages for festival programmes, the need for the greatest care in this selection. The poems must be suited to the age and the degree of knowledge of the children, and—an equally important consideration—they should be of real literary merit; they should be worthy of the time and effort which will be put on them for festival presentation. It is not necessary or desirable always to choose something new or unknown. The children study the well-known poems of standard authors year after year in school and enjoy them. Why should they not also learn to recite them artistically and thereby share this enjoyment with their parents and friends who listen to their recitations?

Reference may be made in conclusion to an interesting fact which was revealed by the work of the B.B.C. Statistics for certain districts showed that the number of people listening to the recitation of poetry is steadily on the increase, while there is no noticeable increase in the demand from the public libraries for the works of the poets. This may mean (it is suggested) that the poetic classics can be appreciated by the general public if they are read as they should be read. It may also mean that the radio will restore poetry to the place it held in the beginning—something to be listened to rather than read. However this may be, it seems clear that the task of training the young to recite poetry artistically is an enterprise that is "touched to fine issues".

BOOK REVIEW SECTION

A CONCISE HISTORY OF MODERN EUROPE, 1789-1914, with an epilogue 1914-1936. By Robert M. Rayner. 215 Victoria Street, Toronto: Longmans, Green and Co., 1936. Pp. 408, \$1.15.

It is with interest that one reads this summary of events in modern Europe without being distracted by multitudinous details which take attention from the underlying principles determining the major movements. From the beginning of the French Revolution to the World War, the growth of national unity and democratic government is traced in a manner which shows clearly the continuity of European diplomacy, the development of nation-states, the resulting political and economic rivalries, the grouping of armed powers and the inevitable conflict of 1914.

This is a teacher's rather than a pupil's book. It gives a bird's-eye view to one who is already familiar with details. Each chapter is followed by explanatory and supplementary notes, and by many examination questions which make it a very useful supplementary text. The pages are filled with factual material relating to political and military movements and events. No attempt is made to picture the social, industrial or educational life of European peoples. The author has adhered to one definite aim and in so doing has shown in clear perspective the forces that shaped events in Europe during the last century and a quarter.

* * * *

FIELD WORK IN MATHEMATICS. By Shuster and Bedford. Chicago: American Book Company, 1935. Pp. 168, VI.

For teachers of mathematics who wish to find practical applications for the geometry of Grades IX and X this is a splendid book. Interest in mathematics will be increased and the subject will be more vital and interesting if pupils are allowed to solve these practical exercises. The slow-learning pupil will profit particularly by the exercises on the angle mirror, the hypsometer, the clinometer, and the plane table. All the necessary equipment may be constructed in the schoolroom. The principles of congruence and similarity and the relationships of the right-angle triangles are given many interesting applications in these simple exercises in practical field work. This book deserves a place on the desk of every teacher of junior mathematics.

The World Outside

MISS M. B. MOORE, M.A.

MISS R. J. COUTTS

Geneva

The 1937 International Labor Conference will discuss universal application of the 40-hour week in the textile industries.

* * * *

Manly O. Hudson, Professor at Harvard University Law School, has been nominated to a seat on the permanent Court of International Justice, and it is expected he will be elected by the September Assembly of the League of Nations.

* * * *

The World Youth Conference opened at Geneva on August 31. Delegates from more than 39 nations will be in attendance. How to avoid war and organize for peace will chiefly engage their attention.

Henri Rollin, member of the Belgian Senate and President of the International Federation of the League of Nations, under whose auspices the Congress took form, will be the chairman.

A considerable Canadian delegation will be there.

* * * *

The World Peace Conference, Sept. 3 to 6, organized under the direction of Lord Robert Cecil, will not meet at Geneva as originally intended, but at Brussels. Geneva had not accommodation for such a vast gathering.

The Will to Peace of the Peoples of the World, and How to Maintain It, will engage the attention of the gathering.

* * * *

In September the Assembly of the League of Nations meets in Geneva. The League then will probably do some stock taking and self-examining to locate the source of its weakness.

Lord Irwin suggests that the League abandon its role as guardian of the status quo and proceed to function rather as an instrument for promoting the removal of discontents by the just revision of treaties.

* * * *

Great Britain

The following headlines: "An Attempt on the King's Life," "The King! Assassination Attempt!" cost the two newspapers concerned a fine of £1,050 and £1,000 costs. The charge against the papers was Contempt of Court, prejudicing the public mind before trial.

* * * *

Walter Runcimen, President of the Board of Trade, announced in parliament that a commercial agreement with Soviet Russia was completed, establishing \$50,000,000 credit for British exports to be placed by Sept. 30, 1937. Russia gave assurance that orders, exclusive of munitions, will be placed to the full limit of the credit.

* * * *

The 68th Co-operative Congress held at Newcastle on Tyne recently, declared their faith that "Economic Co-operation between nations to be the surest way to world peace."

* * * *

Britain sees increased commercial activity, and imputes it in part to the British re-armament program and the \$50,000,000 guarantee to Russia for orders placed in Britain.

Baron Von Ribbentrop, new ambassador from Berlin, has arrived in London. The press voices approval of the appointment, believing it means a policy of co-operation.

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Aug. 19.—Britain bars export of arms, including all aircraft types to Spain.

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The Special Commissioner to the depressed areas in England and Wales, Malcolm Stewart, urges that earliest opportunity be taken to open up negotiations with the Dominions in regard to emigration.

* * * *

The Associated Countrywomen of the World met in London recently. There were present representatives from 25 nations. They discussed ways by which stronger links of international friendship can be formed. To this end they are instituting a project of comparing and unifying the work of the hand of women round the world.

Citizenship—they rank as the highest duty of the modern woman.

* * * *

Extensive research by a committee of British medical experts shows that a motorist's efficiency is definitely diminished by partaking of even as small an amount as three ounces of whiskey.

A series of tests demonstrated that though an hour had elapsed after drinking three ounces of whiskey, there was a decrease in the motorist's skill of 20 per cent, to keep a simple indicator adjusted by means of a single control.

* * * *

A War on Noise exhibit in London recently shows the attack made from three points—abatement at its source; by interposing noise-proof barriers; by its absorption before it reaches the human ear.

Instruments also for measuring sound intensity by "decebbels" were on display.

* * * *

Marquis of Linlithgow, leader in the forging of India's new constitution, and head of the commission investigating state of India's peasantry 1926-28, is appointed to the post of Viceroy to inaugurate the new regime in India.

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Canada

Aug. 12.—Registration forms for the introduction of Social Credit dividends by the Social Credit Government of Alberta have been printed. Registration is limited to the month of August. Failing registration then, no opportunity will be given until June of '37.

The government stipulates that before becoming eligible to receive this basic dividend, each must sign "a covenant" to "co-operate most heartily with the Alberta Government and with fellow-citizens in the Province of Alberta in providing food, clothing, and shelter for every one of us."

Investigation shows recent rapid depletion of many species of birds in Canada. Hence drastic new regulations to restrict the hunting of migratory birds will be put into effect this fall by the Federal Government. The problem has also been placed before each Provincial Government for co-operation in this effort to protect the wild life in the Dominion.

Red Wing and Bison are a drought-resistant pair of the Flax family recommended to the Farming Fraternity of the drought stricken stretches of the prairie lands by the Medicine Hat Chamber of Commerce.

Research tests since 1932 have shown that this seed when sown on summer-fallow will stand severe drought and give good returns to the producer.

On July 21, Fritz H. Wiessner, experienced in Hymalyas, and Wm. P. Pouse of Pittsburgh, captured the peak, Mt. Waddington, of the Coast Range, B.C., regarded by some as the most difficult ascent on the continent of North America. Sixteen previous efforts by parties to accomplish this feat had failed.

Ft. Churchill, Aug. 12.—On this date navigation from this port opens officially, though the Wentworth sailed into the harbor with a considerable cargo from overseas a fortnight ago or more.

On July 31 President Roosevelt made an official call on the Governor-General, Lord Tweedsmuir, and Hon. Mackenzie King, Premier of Canada. It is notable as the first official visit paid by any U.S. President to the representative of the Crown in Canada, and the second to the Prime Minister of the Dominion.

It had been reported that the President purposed discussing with Canadian officials the St. Lawrence Ocean Navigation Seaway Treaty, turned down two years ago; also the mutual development by Canada and the United States of hydro electric power.

Aug. 19.—Ottawa promises assistance to drought-stricken farmers of Saskatchewan and Alberta.

Canada's reindeer herd at the Mackenzie River Delta has increased in two years from 2,370 to 3,750 head. They form a reserve from which to supply food and clothing to the Esquimo of that district. About 500 elderly females are dedicated to this purpose.

A royal commission, headed by Mr. Justice Ewing, will investigate Southern Alberta's irrigation problem.

Alberta placed the first Master Code in Canada into effect on April 7. The operations of about 8,000 retail merchants in the province are thereby governed.

Lower wages and higher taxes in Newfoundland have given rise to great discontent.

J. S. McLean in his report to the annual meeting of Canada Packers, Ltd., stated that the total sales of the Company during the last year were \$62,000,000, and the total profits \$1,300,000 for the year.

U.S.A.

The Council for Industrial Progress, set up Sept. 26, 1935, under Major Geo. L. Berry, has just completed a study of the great iron and steel plants and other important industrial groups of the United States. The figures for the analysis are taken from the U.S. census of manufactures.

The study finds that between the years 1919 and 1929 productive capacity and ability were developed so as to bring a 99 per cent increase in the value added by manufacturing.

("Value added by manufacturing" is the difference between the wholesale value of the completed product, and cost of materials, fuel, wages, etc.)

This increase was obtained with only a 4 per cent increase in the number of wage-earners. At the same time the dollar productivity per wage-earner increased 64 per cent, while the average yearly wage increased only 18 per cent, and the per cent of value added by manufacturing paid in wages declined 8.3 per cent.

The worker's power to produce (dollar productivity) increased 3½ times faster than did his power to consume (average yearly wage.)

The Council concludes: "A return to pre-depression conditions, when productive capacity increased 3½ times faster than consuming power of its workers, would seem to be a serious menace to national economic well-being."

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rays for power—which has been developed by Dr. C. C. Abbot, Secretary, Smithsonian Institution.

Demonstration of its working will be made before the group of distinguished engineers who will attend the 3rd World Power Conference held in Washington, Sept. 7 to 12 of this year.

* * * *

A split is foreseen in the American Federation of Labor. The insurgents are led by John L. Lewis. Their offense is that they have formed a Committee for Industrial Organization, including skilled, semi-skilled, and non-skilled workers engaged in an industry.

The traditional basis of union of the A. F. of L. has been, and is, the craft. The executive of the American Federation of Labor, under the leadership of their President, William Green, has ordered suspension from the parent body of the ten insurgent unions which support the Committee for Industrial Organization, unless they withdraw from the C.I.O. within thirty days. These make up a membership of approximately 3,000,000 persons, or about one-third of the A. F. of L.

Lewis and his followers also endorse political action, while the Federation policy has assiduously avoided the political field.

* * * *

The once-in-four political campaign in U.S.A. has begun its game with five nominees for President in the field. Heading the two major parties, Republican and Democratic, are Langdon and Roosevelt. The three others are Norman Thomas, Socialist; Earl Browder, Communist; and Lemke of North Dakota. Behind the last named the followers of Dr. Townshend, Father Coughlin, the Rev. Gerald Smith, and Long are combining their forces.

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President Roosevelt, by executive order, has placed 14,000 first, second, and third class post offices under the Civil Service, so that now the entire post office department is removed from the corrupt practice of patronage.

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Aug. 6.—Col. Chas. A. Lindburgh has just concluded a visit to Germany, where he was shown all the developments and plans of German airplanes. He flew every type of German plane, but complete secrecy guarded all his movements.

* * * *

The Rural Electrification Administration placed last April at the disposal of rural communities credits for 20 years at 3 per cent. In many of the states, north, south, east, and west, Farmers' Co-operative Societies are taking advantage of this and are doing their share in the electrification of rural America.

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Frank E. Gannett, American publicist and President of Business Men's Research Foundation, gives out the findings of his body in regard to the liquor traffic:

Its advertising campaigns have hugely expanded its profits; this expansion in profits is paralleled with a decline in milk consumption of 27 per cent in 59 cities, a decline in the market for food, clothing, education, books and insurance, and a tremendous increase of drinking amongst women and youths.

* * * *

The American Federation of Labor estimates unemployment for October, 1935, at 11,000,000, as compared with 10,122,000 in October, 1933. The National Research League puts the total unemployed at 14,210,000 in October, 1935, as compared with 13,330,000 in October, 1933.

David Dubensky, President of the International Ladies' Garment Workers' Union, introduced a resolution before the 55th annual convention of the National labor body, providing that the executive committee make a study of the situation with a view to taking the initiative in the formation of a Labor Party.

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Europe

The proposals of France for a European peace are as follows: A European commission within the League, to be backed up by an international police to enforce its decrees. This commission to work for disarmament, to set up a common reservoir of raw material, and reorganization of tariff system to facilitate foreign trade.

* * * *

Spain holds the spotlight in Europe at present. The Fascist rebel stronghold lies in the west and northwest, with San Sebastian as the main objective. The rebels also control the port of Ceuta across the Straits of Gibraltar.

Bitter and keen is the strife, and the prospect is that it will be prolonged. Conflicting reports characterize the daily news. As yet the Republican Government retains the ascendancy.

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Juan March, known as the Rockefeller of Spain, is said to be providing much of the money to the Fascist rebels in Spain to overthrow the Leftist government.

* * * *

France assumes the lead in the effort to maintain, or rather to secure neutrality of European nations in the Spanish crisis. Germany is delaying formal acceptance of the pact. Her adherence is limited by reservations.

* * * *

France.—Aug. 14. The French Government appoints successors to the members of the old Board of Regents of the Bank of France who surrender their power on this date. A council of twenty will be in control. The first of these successors to be named is Leon Jouhax, President of the Federation of Labor.

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Italy

All the heavy industries and the large industrial concerns in Italy have been nationalized by the Fascist government in the interest mainly of the Ethiopian enterprise.

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Italy is expected soon to open the longest non-stop civil air line in the world. It will connect Rome with Massawa, Italian port on the Red Sea, a distance of 5,000 kilometres, in approximately 12 hours.

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Italy is laying elaborate plans for the economic development of her Ethiopian empire, hers by right—or wrong—of conquest. An elaborate plan for the building of solid roads like those of Ancient Rome is already prepared. Then follows a census of the population and the compilation of a land register.

The Fascist dictator considers a swift economic development of Ethiopia even more important than its conquest.

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Italy.—The Fascist regime claims that due to reclamation of waste lands, increased production of wheat, electrification of railroads, discovery of substitute textile material, researches of national fuels and minerals, Italy has travelled a long way towards national self-sufficiency.

Austria.—Von Papen, German Minister to Austria, claims that the Austro-German pact, is an example to all the world, maintaining economic and social peace.

Another view is that it is a step towards a revival of German Imperialism. Still another, that it is a triumph of Nazi diplomacy in which Hitler is the chief winner and Austria the pawn.

U.S.S.R.

To study air conditions and mechanical needs for flying in sub-polar regions the distinguished Russian fliers, Victor Levechenko and Sigismund Levensky, took off from Los Angeles harbor August 1. Their projected 10,000 mile trip includes stoppages at San Francisco, Seattle, Juneau, Fairbanks, and Nome, Alaska, and from there across Bering Straits to skirt the Arctic coast of Siberia and thence to Moscow.

The visit of Gustave Gamelin to Poland suggests a possible return to former friendly relations between France and Poland.

The total circulation of all newspaper in Soviet Russia is now 40,000,000. In 1913 it was 2,500,000, and in 1929 it was 12,500,000. Of the newspapers Pravda and Izvestia are read by about 2,000,000 people each.

A decreased wheat production this year in Europe is the forecast of the Institute of International Agriculture.

Collective farms of Soviet Russia now enroll 16,474,000 families, members of Kolkhosi. Of 128 million hectares of land cultivated in 1935, 88 millions were planted in cereal crops.

The first trans-European motor road from London and Calais to Istanbul, passing through Belgium, Germany, Austria, Hungary, Yugoslavia, Rumania and Bulgaria, and into Turkey, is expected to be completed in 1938.

This is a great international undertaking planned and urged by various automobile associations. More than half of its 2,000 miles are now completed.

Soviet diplomats have completed a trade agreement with Nicholas Tituleson, Roumainian foreign minister, and a new bridge across the Dniester unites the province of Bessarabia, a war loss from Russia to Roumania. The bridge seems a symbol of good-will, which this new treaty is bringing to pass.

The Soviets have revised their plan for forming collective farms. The new collective farm charter gives the collective peasant his own little individual farm within the collective—his own cows, sheep, poultry, rabbits and bees. The peasant works for wages on the collective farm's common lands, and cultivates his own little plot for himself.

Germany

Through the influence of Dr. Schacht, Governor of the Reichbank, the Krupp munition industry is extended. The Krupps firm will build an arms factory in Yugo Slavia in payment of an old German commercial debt. Athens also has decided to use frozen Greek credits in Germany to buy war material.

Berlin.—The Olympics are now over. Pomp and pageantry strongly featured the occasion. Germany, the host, made the best showing. The United States came second,

Hungary third, then Great Britain and Japan. Canada made a better showing that she did at Los Angeles in 1932.

Dust and the softer refuse collected in street cleaning in Hanover, is mixed with water, converted into a pulp, then pumped upon useless swampy land, with the result that these waste areas are now producing valuable crops. For the past two years 1,200 tons of such pulp have been pumped each week onto waste lands with such success that plans are made for the redemption of thousands of acres of marsh by this process.

Mexico

From Mexico comes the news of relaxation of laws against Roman Catholic churches, and the opening of many churches hitherto closed, although the number of priests allowed in Mexico continues to be limited.

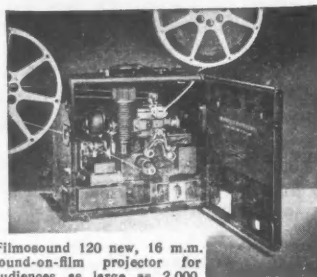
There is also the order of President Cardenas for the disbanding of the Fascist group, the "Gold Shirts" on the ground of its strike-breaking activities and its underhand methods in trying to prevent workers from achieving a social-economic unity and the constant agitation that has been evident since its founding.

This organization started in 1934 under the leadership of Nicholas Rodriguez. Its motto was "Mexico for the Mexicans," and it directed its chief efforts against foreigners and Jews. Some have said the movement received support from Hitler agents. Later, however, its activities have been directed against democratic and labor organizations generally, and as Cardenas claims, is covering up its autocratic tendencies under a cloak of Nationalism.

Mexico sends the League's Sanctions Committee of 18, the following protest:

"It is our duty to inform you that Mexico believes that

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since March, when peace negotiations were suggested, everyone supposed that that would not signify either paralyzation or delay in application of sanctions against a country branded as an aggressor.

* * * *

Mayan treasures, which were taken by a former American Consul from Yucatan, and which are now on exhibition in certain museums in U.S.A., may be returned to Mexico if present negotiations come to a successful issue. These treasures include many priceless carved jades, beaten gold, turquoises, pearls and other jewels.

* * * *

The Mexican laboring masses have organized on a National scale. This was accomplished at the Workers' Congress held Feb. 21-24, with 4,000 delegates in attendance, when the Confederation of Mexican Workers was formed.

The Confederation leaders say they stand for the right of the worker to strike for better wages; the necessity for a solidified general strike; enforcement of a minimum wage; the solidarity of the working class in the political and economic struggles of the country.

* * * *

Egypt

King Fuad of Egypt died April 26 and his son, Crown Prince Farouk, aged 16, succeeded him. The young prince has been attending school in England, preparatory to entering the English military academy at Woolwich.

King Fuad was the son of Khedive Ismail who revolted and was deposed by the Sultan of Turkey in 1878 in favor of another son. He and his son, Fuad, lived in exile in Europe and during those years, Fuad studied the sciences and arts and became known in European diplomatic circles for his learning. Later he became aide-de-camp to his

nephew Abbas Hilmi, Sultan of Egypt, gaining some practical experience.

In 1913, Albania was looking for a ruler. Fuad was favored by Italy as an appointee, but Germany won out; so when in 1917 Britain established her authority in Egypt because of her determination to control the Suez and Mediterranean as Empire routes, the throne was offered to Fuad who was free to accept it. The Wafd or Nationalist Party was campaigning against foreign control, especially that of Britain, and so in 1922, Britain recognized Egyptian independence on condition of British control of the Sudan and the Suez Canal. Up to the present the problem of foreign control in Egypt is uppermost and the policy of the Regents to be appointed a matter of surmise. King Fuad, who had a leaning towards autocratic government, has always cleverly manipulated politics by being conciliatory to Britain if the radicalism of the Wafd Party became too urgent, and by playing off the Nationalist Party against Britain when the latter became too insistent.

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Greece.—Greece under Premier Melaxas has declared martial law. Clashes between Labor and the police have been frequent during the summer. Poverty and unrest among the laboring classes is extreme.

* * * *

Japan.—Siam is going to school to Japan. Opinion in Japan at present supports a southward movement. Siam is considered a future field for cotton yield. Therefore, Japan at Siam's request is sending missions to instruct the Siamese in the skill of cotton planting—also incidentally, instruction in road making and other arts. Japan hopes through Siam's cotton yield to free herself from dependence on U.S.A. and British India for cotton supply.

HAVE YOU REGISTERED?

All teachers teaching in schools operating under *The School Act* are required to register with the Association under the provisions of *The Teaching Profession Act, 1935*, and amendments. If you have not already done so, fill in and return the following form. **We cannot guarantee to supply back copies of the Magazine if our members do not keep us informed when they change schools.**

UNEMPLOYED TEACHERS may register upon payment of 50c per annum, which payment is applied on the first month's fee if employment be obtained within that year. This includes a subscription to the Magazine.

The membership fee is now deducted automatically from salary due each teacher by the school board; deductions are made from grant due to the board (except in a few town schools which have approval of the Minister to make direct payment of the fees of their staffs) and the Government makes payment to the Association.

There is no provision in the Act for employed teachers to make direct remittance of Fees to the Association.

TEACHER'S NAME (in full)

ADDRESS: School

Home

SCHOOL DISTRICT Number

When did you commence teaching with above Board

Secretary of S.D., Name

Address

Annual Salary \$ Permanent Certificate

(Yes or No)

Were you teaching on April 1, 1936

If so, give S.D. No.

(Signature)

Of Interest to Teachers

by Clericus

WELL, here we are back on the job again. Along with some 2,600 others, we put in the major part of our "holiday" at the Summer School. In the words of Mr. Fred Young, it was the greatest "revival of learning" since the Renaissance. Personally we must confess that one of our courses almost had us down and out. We had not thought, (or is it, known) that we were so dumb. It surely is a humbling experience to be back in the role of pupil once more. Well, we suppose it did us all good to see the thing from the angle of our students. And personally we resolved to try harder than ever to try to keep our feet on the ground and make ourselves as intelligible as possible in the classroom in future.

* * * *

Although there was a general feeling around the campus that the introduction of the new course of studies was a bit sudden, resulting in a great congestion in the corridors and classrooms of the University, in the main it was conceded that the summer school authorities made the best of a bad job. To be faced with such an unprecedentedly heavy enrolment, and to find space for such a horde where space was far from adequate, was certainly a man-sized job, and we tip our hat to Dr. Newland for his intelligent handling of an almost impossible situation.

* * * *

During the holidays, in company with an esteemed colleague, we drove down to a rural school near Wetaskiwin to see of what help we could be to the teacher there. We found the usual state of affairs. The teacher was efficient, had given the board good service, but the board thought that they would make a change. A nearby teacher was offered the school which possessed certain advantages to her, and which she felt disposed to accept. As the first teacher was teaching on a term contract the school board had of course, every legal right to make a change of teachers. We then made our appeal; the school board was not unreasonable; the second teacher had a very fine record and considerable experience. The hard part was that the first teacher would lose her school, and in these times might not get another one. Couldn't the school board see their way to re-engage the first teacher? And then out of the blue it came. The second teacher withdrew her offer to teach the school. At considerable sacrifice mind you. A better district, more favorable location for the teacher, etc. But her professional spirit came to the fore. She could not be a party even indirectly to an action which might bring a hardship to a fellow teacher. We wish to pay our deepest respects to you, little girl. This is the right A.T.A. spirit. Oh yes, and the school board re-engaged the first teacher.

* * * *

The office is having some trouble preparing its mailing list for the September issue of *The A.T.A. Magazine*. Many teachers (far too many) are compelled to change schools at mid-summer, and until you let us know your new address, we do not know where to send your magazine. Of course, if we were Irish, we might write and ask you for your new address. It is of little use sending your magazine in care of the Secretary of the School District. Printed matter often receives scant attention. Well, if you don't get your magazine, the blame may be yours for not letting us know where you are.

We are glad to be able to inform our readers of the honor which has been conferred on two of our members. Mr. T. C. Segsworth of the Lethbridge High School staff has been awarded a scholarship in the Graduate School of Educators of Harvard University. The scholarship will enable him to pursue graduate work in Educational Administration under Dr. Payson Smith, Commissioner of Education for Massachusetts and Professor of Education in Harvard.

Mr. James Fraser of the Edmonton Public School staff has been awarded a scholarship of \$1,000 by Columbia University, New York. Mr. Fraser (Jimmy to most of us) has already left for a year's post-graduate work at Columbia. The reward was as a result of his success in writing a competitive examination plus a fine recommendation from the professors under whom Jimmy studied while attending the summer session at Columbia last year.

Our best wishes for every success to these two gentlemen.

* * * *

We are informed that the Hardisty High School baseball team has won the A.T.A. shield offered for competition in the Hardisty to Provost District for the third successive time. We were fortunate enough to secure a picture of these husky ball players which we take pleasure in showing. These boys average 5 feet 11 inches in height and are all bona fide students in regular attendance at the Hardisty High School.



WINNERS OF THE HARDISTY-PROVOST A.T.A. SHIELD

From left to right: Lewis Aide, Orville Hendricks, Russel De Tro, "Newsy" Spencer, Howard Tennis, Walter De Tro, Tom Wilkening, Warwick Squires, Ramey Syron

* * * *

The teachers of the Viking-Wainwright District Association held a meeting in Wainwright on Saturday, September 12th. About 40 teachers were present and a lively discussion took place as to the Association's activities during the fall and winter months. Edmonton visitors at the meeting were, Dr. M. E. Lazerte, H. C. Clark, and John W. Barnett, who all addressed the gathering. Raymond Shaul of Czar, District Representative for N.E. Alberta, was also present, having driven over with his entire school staff for the meeting. Mr. Shaul's sound advice as to the activities of the newly-formed District Association was greatly appreciated. Mr. Reeds of Irma is chairman of the Viking-Wainwright District Association.

Alberta Teachers Authors of New Text Books

LATIN PROSE AND POETRY is the title of the new Latin reader authorized for the high schools of Alberta and Saskatchewan. A casual glance at this attractive volume at once reveals something new in the study of Latin.



J. G. NIDDRIE, B.A., B.Paed.,
Strathcona High School, Edmonton
Past President Edmonton High
School Local

Experimental education today exerts constant effort to make all subjects more attractive and more interesting than they have been traditionally. The new Latin reader by Bonney and Niddrie aims to fill this need. Its purpose is to offer a wide selection of the most interesting and inspiring of suitable reading material from Latin literature. The authors of this volume are convinced that a greater choice of short selections from a large number of authors is much more valuable to young students than long continuous passages from two authors. Accordingly they have offered generous

generous samplings of biography and anecdote throughout.

These extracts have been chosen with the purpose of acquainting the young reader with some great characters of Roman history, as well as with some of the best-known stories from the same source. In this variety, we feel confident that the student's interest is surer of being caught, and likelier to be held after it has been caught.

The selections are well chosen. Their subject-matter is varied and interesting, and they comprise a large number of passages of great literary merit.

One departure from the conventional arrangement will be noticed at once. At the bottom of each page are the notes for that page, immediate accessibility having been shown to beget more copious use.

There is sufficient material between the two covers of the book to allow a two-year reading cycle for both third and fourth year classes. This single volume, housing the material that it does, is surely a more satisfactory financial investment than are the several reading texts usually prescribed.

The A.T.A. welcomes this new reader, attractive and scholarly as it is. It also welcomes it because of the confidence it reposes in its two authors, G. A. Bonney and J. G. Niddrie, because of their years of faithful service in the field of Secondary education, fully merit the professional prestige that such a splendid work is most certain to give them.

It has been frequently said that a larger percentage of pupils take Latin at the Strathcona High School than at any other school in the Province. This is due entirely to

MATHEMATICS FOR TODAY by Lazerte and Betz, is the authorized text in Grade Nine Mathematics. In the preparation of this book Dr. Lazerte has applied many findings from his recent investigations in algebra and geometry. Important features of Mathematics For Today are, (a) subject-matter to serve needs of all Grade Nine pupils; (b) elimination of much formal logic from the geometry; (c) to stress throughout both algebra and geometry upon understanding of basic relationships rather than upon mastery of isolated skills and knowledge; (d) suggestions concerning simple apparatus; (e) emphasis upon problem-solving and problem-solving aids; and (f) quiz exercises, chapter summaries, chapter tests and general review tests.

The reviewer notes with commendation the inclusion in the preface of a selected bibliography of references on the teaching of junior mathematics. Departing as it does from the old conventional content, Mathematics For Today should be welcomed by pupils and teachers alike.



DR. M. E. LAZERTE
Director, School of Education,
University of Alberta
Vice-President A.T.A.

the interesting manner in which Mr. Niddrie presents the subject.

Mr. Niddrie has been a member of the staff at Strathcona High School for the past 17 years. His qualifications and experience have especially fitted him for the work of writing a text in his favorite subject—Latin. The teachers of the Province extend their heartiest congratulations to Mr. Niddrie on the fine type of book he and Mr. Bonney have prepared.

NOTICE

Teacher Helps Section

Owing to a number of considerations there is no "Teacher Helps Department" in this issue. The Executive has under careful and thorough consideration how the "Teacher Helps Department" may be made of greater value and help to our membership, particularly in relation to Enterprise work and the new Intermediate School program. It is expected that our organization will be completed and that a Teacher Helps Department will come into life again with the October issue.

Highlights of Executive Meeting

THE Provincial Executive meeting called on September 5-7 was possibly one of the most significant in A.T.A. history, in that the policy decided upon and the various matters of administration calling for solution were very far-reaching. With the new set-up it is apparent that the activities and energies of the Association will flow through different channels from now on and that we shall be free to devote more and more time (as should be the case, of course) to what might be termed "things of the spirit" as distinct from bread and butter considerations. Therefore, we find the major portion of the last Executive meeting dealing with such questions as Radio Broadcasts, Discipline of Teachers, Efficiency Grading of Teachers, Training of Teachers, Association Library, Research Work by the Association.

Appointment of New Member on the Executive.

Mr. Solon Low, M.L.A. of Stirling, was appointed a member of the Executive to replace Mr. M. G. Merkley of Coalhurst as Representative for S.W. Alberta, Mr. Merkley having temporarily left the profession for the purpose of completing his University degree. The Executive passed a formal resolution of deep appreciation of the services rendered by Mr. Merkley.

An Association Research Project.

On the recommendation of Dr. Lazerte, the Vice-President, it was decided that the A.T.A. assume responsibility for and pledge its support to publishing in our name a comprehensive Bulletin on Educational Guidance. A committee of three consisting of Dr. Lazerte, Mr. Clarke, and Mr. Harman was appointed to make preliminary plans for launching this project and present a progress report for consideration at the December meeting. The intention is to devote at least one whole year's effort to a comprehensive survey of the Vocational Guidance problem in Alberta, to be compiled in such style as to be of interest to the parents of Alberta children, print several thousands and place them on sale at a low price (40c or 50c), just sufficient to cover the actual cost of printing.

Amendments to the Teaching Profession Bill.

The Committee appointed at Easter to take charge of negotiations, maintain contact with the Department and deal with other matters during the leave of absence of the General Secretary-Treasurer, gave a very acceptable account of their stewardship. They reported on their activities regarding:

1. Securing of amendments to *The Teaching Profession Act* arising from unsatisfactory interpretation having been given the term "condition of their employment shall be members of the Association" in Section 4 of the Act. It had been held to apply to such teachers only as were being engaged or re-engaged on a new contract. (N.B. This matter is dealt with Editorially in this issue.)
2. This committee also reported on a round table conference with the Departmental Representatives on: Grading of teachers; standard of entrance to Normal School; selection of students according to academic and other qualifications; selection of students according to academic and other qualifications; graduation of students from Normal School; conditioned graduates; limitation of teachers holding first or second class certificates with

respect to teaching high school; outlawing of certificates of those who leave the profession for a number of years, and the reviving of such certificates being contingent upon a refresher course; cancellation or restriction of teaching privileges to those constantly graded "unsatisfactory". The latter matter gave serious thought to the Executive who feel that there should be devised a satisfactory, recognized method of appeal against grading that may mean serious implications to the teacher's authority to continue teaching. The Committee and the members of the Executive voiced appreciation of the Departmental attitude of friendliness and manifest desire to confer with the Association on matters involving teachers and curricula.

Salary Schedules and Supervisors of Larger Units.

Attention was drawn to the fact that where larger units had been established in the Province, no salary schedules of teachers employed therein were in effect. It was suggest-



S. E. LOW, M.L.A., Stirling
Representative for S. W. Alberta

ed that a major aim for the establishment of larger units of administration was to make the teaching profession more stable. A schedule of salaries is a *sine qua non* to continuity of service and opinion was definitely expressed that the larger units in existence for a number of years past administered by official trustees should lead the way in regard to the establishment of salary schedules. Furthermore, one supervisor had been appointed already and considerable interest was shown in his status and salary. The Executive decided to confer with the Department on these matters and appointed a Committee for that purpose consisting of: Ansley, Lazerte, Low, Shaul, Hannocho, and Barnett.

The A.T.A. Magazine.

The Contact Committee through Dr. Lazerte, reported on the results of a questionnaire distributed last summer on *The A. T. A. Magazine*. The number of replies indicated that with certain minor adjustments, the magazine was as acceptable to the membership as space and resources now permit. The Teachers' Helps Section was given particular attention, and it seems advisable to drop the "Outlines" which take up too much space with resultant heavy printing expense. Splendid "Outlines" can be obtained by teachers for a few cents from any of the large city school boards of the Province.

Discipline Committee.

Two cases were referred to the Executive by the De-



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partment. These cases were ordered to be dealt with in due course by reference to the Discipline Committee which would function as soon as the procedure was clear and authorized. Preliminary investigations were ordered in other cases of alleged improper conduct of teachers with a view to their being laid before the Discipline Committee.

Library Committee's Report.

Mr. Peterson as convener of the Committee, delivered an interim report of the Library Committee which was accepted, and the Committee requested to continue its inquiry and report further at the December meeting.

Radio Broadcasts.

"C K U A", the University of Alberta Radio Station, had invited the A.T.A. to appear on their programmes during the forthcoming winter. (No propaganda, of course. That is taken for granted, although not so voiced by the management of "C K U A"). Quick decision is necessary, and so the question was placed in the hands of Mr. Harry Clark, Representative for Edmonton, heading a committee (with power to add) of members of the Executive in Edmonton. The Committee will report to the whole Executive by mail.

Altogether this Executive meeting was a momentous one, for it starts in motion so many important new activities of the Association. President E. E. Ansley was in the Chair and there were also present: Vice-President, Dr. M. E. Lazerte; Past President, G. G. Harman; H. C. Clark, H. T. Robertson, F. Hannonchko, H. W. Bryant, R. A. Peterson, R. S. Shaul, and the General Secretary-Treasurer. The only member absent was Mr. Merkle, resigned. Mr. Solon Low, the newly appointed member, was storm-bound "en route" and, unfortunately, unable to land in Edmonton in time for any of the sessions.

OPPORTUNITY

By Sheila Marryat

The French Conversational Course broadcast by the University Radio Station last season met with such a splendid response that the Extension Department has decided to repeat the course this year, and by request will also broadcast a similar course in German.

Enthusiastic letters, concerning the way the course was handled and the benefit received from it, came from students all over the Province, from Slave Lake in the north to Turner Valley in the south. Extracts from one or two of these letters are given below:

"Besides helping me to speak and to understand spoken French, this course with its large, practical vocabulary and the illuminating explanatory notes has greatly increased my comprehension of written French. Recently I picked up a French magazine and was surprised to find that I could understand nearly all of the articles."

"I am enjoying the French course very much indeed, and am getting a new appreciation of the beauty of the French language."

"I particularly like the practical nature of the contents of the lessons, and I prefer the recorded method because of the constant repetition and review, allowing plenty of time to grasp the material thoroughly and get all the little inflections of speech."

Both the French and German Courses are electrically recorded by the Linguaphone Institute and are prepared by some of the finest teachers and phoneticians in the respective countries. Prof. H. Pallier of La Sorbonne; Dr. Paul Passy, President, International Phonetics Ass'n.; Prof. Daniel Michenot, Professor of Diction at Strasbourg, for the French course; and Dr. Erich Drach of the University

of Berlin, and Dr. Theodora Sieber of the University of Breslau, for the German, are some of the outstanding teachers that are brought to you through these courses. What an opportunity to learn from these masters, and get the pronunciation and intonation of the language from men who are noted for their clarity of diction and purity of accent.

Both courses follow the same lines and are very practical, for they cover subjects of everyday life, such as visiting, dining out, shopping, theatre, railroad and steamship travel. The colloquial idiom is also abundantly illustrated. Favorite French songs are to be given this year, and these will be repeated a number of times so that the students can learn them. Also readings from the great literature of France and Germany will be presented.

Teachers may brush up on languages by taking one or other of these courses, and if teaching in Intermediate or High Schools should inform their students about them. Those taking Oral French as an option should be greatly benefited by the French course.

The University station (580 k.c.) will open on Monday, October 5th, and the courses will commence some time during this month.

Those wishing to take either course should register at once by writing to the Radio Division, Department of Extension, so that they will have the text books and other material when the course begins. The text book and mimeographed material is essential if the student wishes to obtain full value from the course.

There are two alternative fees:

1. For the advanced student who wishes to use the course for improving his pronunciation, there will be a fee of \$1.00, which will include the main Conversational Text and certain mimeographed material.
2. For the beginner or the student who is studying the language without the help of a teacher there will be a fee of \$1.75 which will include:

Main Conversational Text.

Explanatory Notes on the Conversational Course.

Students' Key to Grammar Exercises.

Mimeographed material.

LAYCOCK MENTAL ABILITY TEST

Additional data on the Laycock test have been received regarding its reliability, validity, and norms.

Reliability: The test was repeated in a Grade VIII class of 40 pupils after an interval of six months and yielded a correlation coefficient of .803.

The results of 195 pupils chosen at random from a large population of elementary and high school students showed a correlation coefficient of .952 by the method of "split-halves."

The disparity in these two coefficients is no doubt due largely to differences in range of talent represented.

Validity: This was estimated by correlating the mental test scores with various other measures of pupil performance.

Measures	No. of Cases	r.
Teachers' Judgments of intelligence (Gr. 4-8)	329	.67
Average School Marks (Gr. 4-8)	304	.59
National Intelligence Test (Gr. 7)	38	.78
National Intelligence Test (Gr. 8)	28	.90
Terman Group Test (Gr. 8)	38	.78
Otis Self-Administering (Gr. 5)	24	.81

Norms: Norms were obtained on 7,500 public school children of Grades 3 to 8 throughout Canada, and on 1,000 pupils of Grades 9 to 11 in Saskatchewan.

CURRENT EVENTS

The Second Volume of **WORLD AFFAIRS**, a monthly magazine, edited by successful Teachers, of **CURRENT EVENTS**, will begin with the September (1936) issue. This will contain a **SUMMARY OF IMPORTANT EVENTS** since the last issue of the first volume (June, 1936).

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FRENCH IN THE INTERMEDIATE SCHOOL

My MISS M. A. CLARK, M.A., Calgary

THE purpose of the introductory course in oral French is to give teachers and pupils an opportunity to enjoy instruction by the Natural Method. For one year or more in the Junior High School pupils will centre their attention upon listening and speaking, exactly as they did at the age of two in learning their mother tongue. The written form of the language will serve only as an auxiliary study to fix in mind those language units which have already been received through the ear. With the Camerlynck "Première Année de Français" as a guide, the teacher will have ample freedom to exercise all his skills, both natural and acquired, in planning and conducting the daily programme.

The science of language teaching is only in its infancy; but through the collaboration of phoneticians and psychologists certain fundamental principles underlying language study have now been definitely formulated. There is general agreement, in the first place, that the initial preparation must be a training of those spontaneous capacities which we all have at birth to hear, understand, and reproduce sounds. Next in importance is the careful grading of the subject-matter. Although the lessons in Camerlynck are scientifically arranged, they are only a skeleton. They should be preceded by a several weeks of ear-training and phonetic drill, during which period the text book is kept closed, and they should be supplemented all along the way by skilful paraphrasing of new work in terms of the old, conversation, action drill, games, dramatics, singing, etc., and the liberal use of realia. In fact, great as are the potentialities of this course, its real value will be in direct proportion to the teacher's proficiency in speaking French and to her knowledge of the scientific principles of presenting language work. As the course is a habit-forming process, it would be highly dangerous to entrust it to any other than a fully qualified teacher.

Should French be Used Exclusively as the Medium of Instruction?

Dr. de Sauzé of Cleveland would insist that all English be prohibited in the French class. He claims that the exclusive use of French stimulates both the teacher and the pupil to make the effort necessary to learn to express themselves effectively in the foreign language, and that any compromise is a temptation to use too much English. However, the Cleveland French classes are a selected group; all those below 100 I.Q. are advised to choose other courses. It is true that we all learned our own language without the conscious use of our intelligence, but we did so under an urge which is not present in the classroom to the same degree. The bright student accelerates the natural processes by reasoning out tenses, persons, word order, etc., whereas the dull student is quickly discouraged by the complexity of the subject-matter and the strictness of its sequence. In our classes, which are likely to contain students of ordinary ability, we should use French extensively, but we must be careful to avoid causing any feeling of frustration.

The Dangers of Reading Too Much

No reading should be allowed at the beginning of the preparatory course. The ear is the natural instrument for language assimilation. Countless generations before us, knowing only the spoken language, evolved a super-sensitivity to sounds. A Cleveland experiment showed that an average child with his auditory and visual senses equally developed required 100 "seeings" of an abstract word before he had an automatic recognition of its written form, while 20 "hearings" and 5 "seeings" were sufficient to imprint the word deeply enough upon his memory cells to make it available for purposes of reading and conversing.

All normal adults inner-articulate as they read. If they have no aural or oral concepts of the foreign language, a process of translation will inhibit immediate comprehension.

The shortest road to a mere reading knowledge is the oral approach.

When reading lessons are finally introduced, they should be read aloud by the pupils or the teacher, and should consist of vocabulary and word groups already familiar to the ear.

The Habit-Forming Process

1. **Learning how to hear.**—The teacher speaks naturally and fluently about topics of interest, using gestures, and actions, and objects. Later on he tells or reads simple stories. This procedure includes the singling out of sentences, words, and sounds.

2. **Learning how to speak.**—The pupils reproduce sentences, words, and sounds, and are shown how to form new sounds.

3. **Practice in immediate comprehension.**—We are endowed at birth with the power to understand the gist of what we hear without the intervention of analysis or synthesis. Quick response to orders, quick answers, simple games, etc., will help to re-awaken this capacity.

Scientific Grading

Gradation means passing from the known to the unknown by easy stages, each of which serves as a preparation for the next.

1. Ears before eyes.
2. Oral repetition before reading.
3. Immediate memory before prolonged memory.
4. Chorus work before individual work.
5. Drill before free work.

Reference Books

(These are all on the shelves of the Calgary School Board library.)

1. The Principles of Language Study—Palmer.
2. World Book Co., Yonkers-on-Hudson, N.Y.
3. The Cleveland Plan—E. B. de Sauzé.
- John C. Winston Co., Toronto.
3. The Wholesome Personality—Durham.

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- All subscriptions date from the September number. Back numbers will be mailed to new subscribers.

TRANSLATION OF LATIN PROSE AND POETRY

By G. A. Bonney and J. G. Niddrie

This is a reasonably literal translation of all the reading selections contained in the new text book, *Latin Prose and Poetry*, now authorized for use in Alberta and Saskatchewan Schools. Throughout the authors have given not only a correct interpretation of the Latin but have also given close consideration to proper English idiom and style; and at the same time have maintained a reasonably literal version.

Parts I and II of the text are published in separate books. The translation is printed on good bond paper, with wide margins so that notes and comments may be written alongside the translation. Since all the pages are perforated they may be removed from the key if desired and inserted with other teaching notes.

- Translations of Latin Prose and Poetry, Part I\$1.50
- Translations of Latin Prose and Poetry, Part II\$1.50
- Both on one order, \$2.50.

WORK BOOKS FOR HIGH SCHOOL CLASSES

- Geography I (Richards)\$1.00
- Agriculture I (Richards)60c
- Art for High Schools, Art I (Hedley)75c
- Biology I (Roxburgh)60c
- Physics II (Towerton)60c
- Chemistry I and II (Clarke). Each60c
- History II, III, IV. Each60c

PHYSICAL EDUCATION

- Physical Education for Schools and Colleges60c

Tables of exercises, indoor and outdoor winter and summer activities for boys and girls, tumbling, pyramids, vaulting horse and parallel bar exercises, boxing, swimming. By Quartermaster-Sergeant William Barker, of Provincial Normal School, Edmonton.

FOR THE DRAMATICS COURSE

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